



CLIL

00:10



14:19



Session Objectives

CLIL

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- To explain the principles of CLIL;
- Contrasting CLIL and ELT
- 4 C's of CLIL

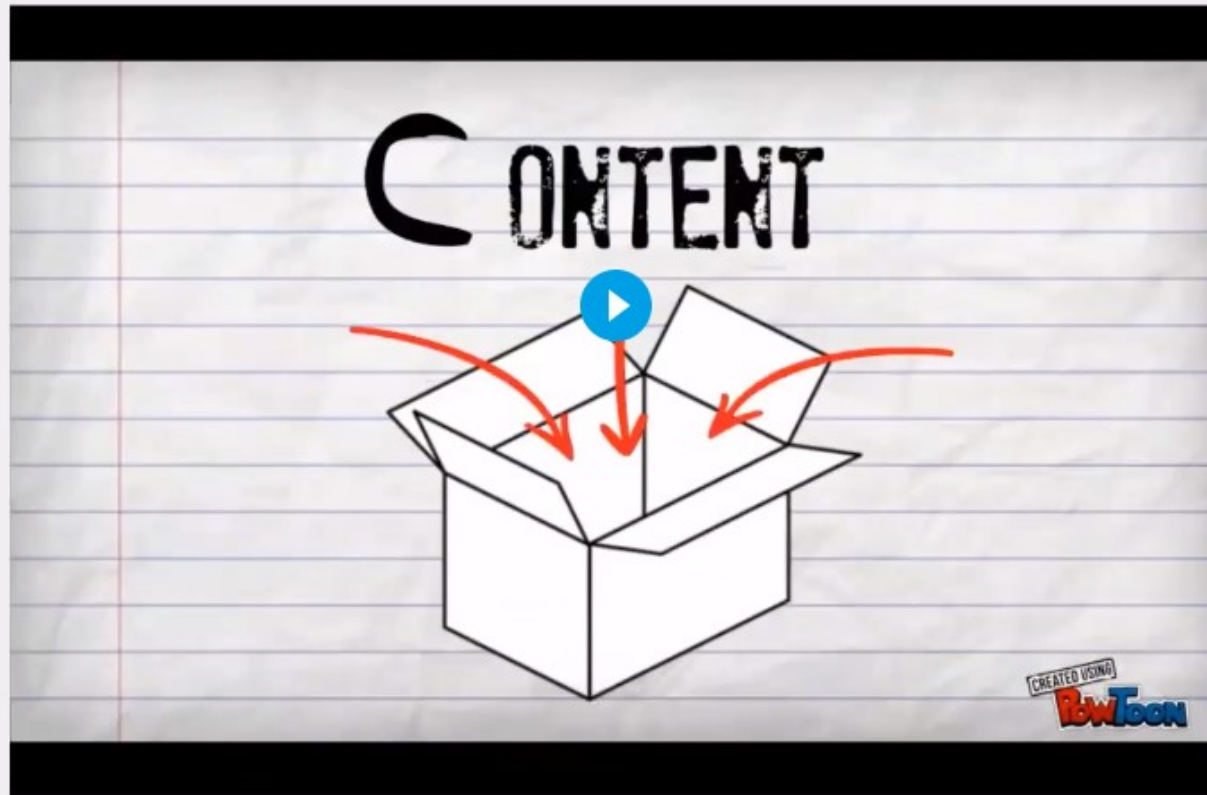




CLIL Basics – a video



CLIL Basics – a video



01:33

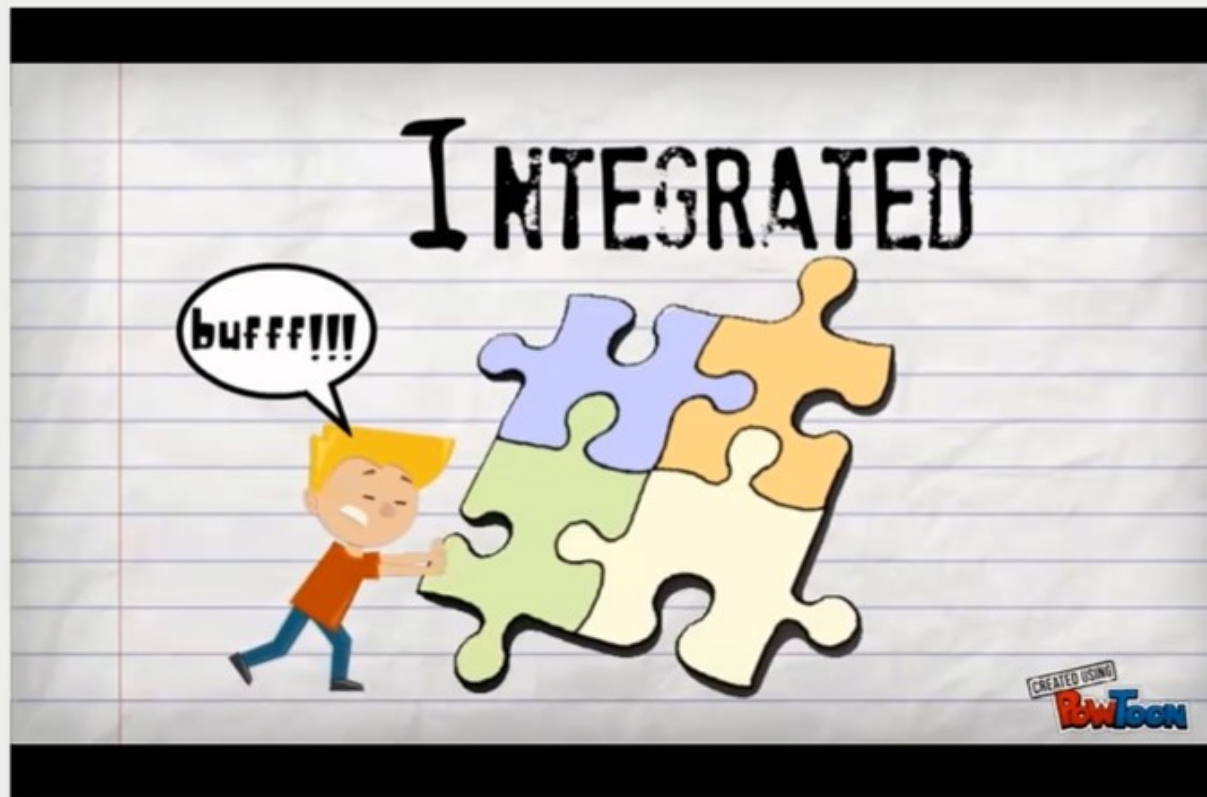
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CLIL Basics – a video



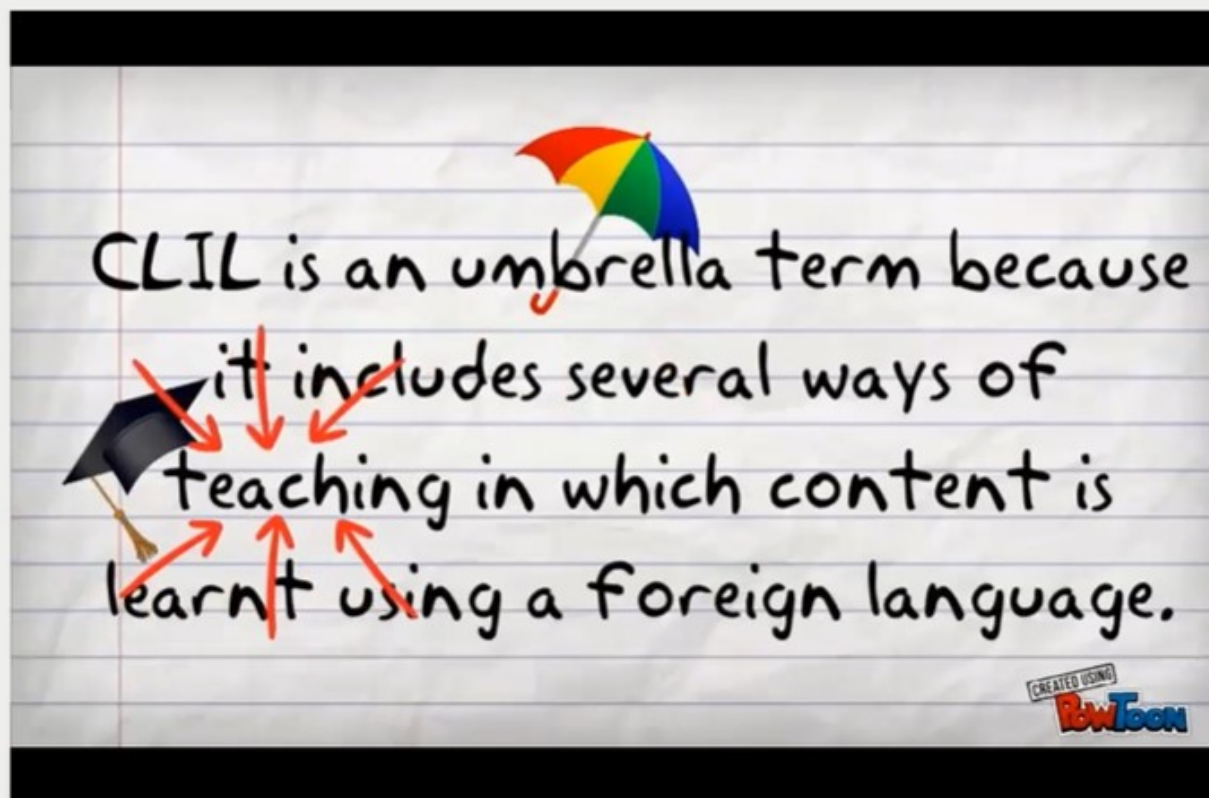
CLIL Basics – a video



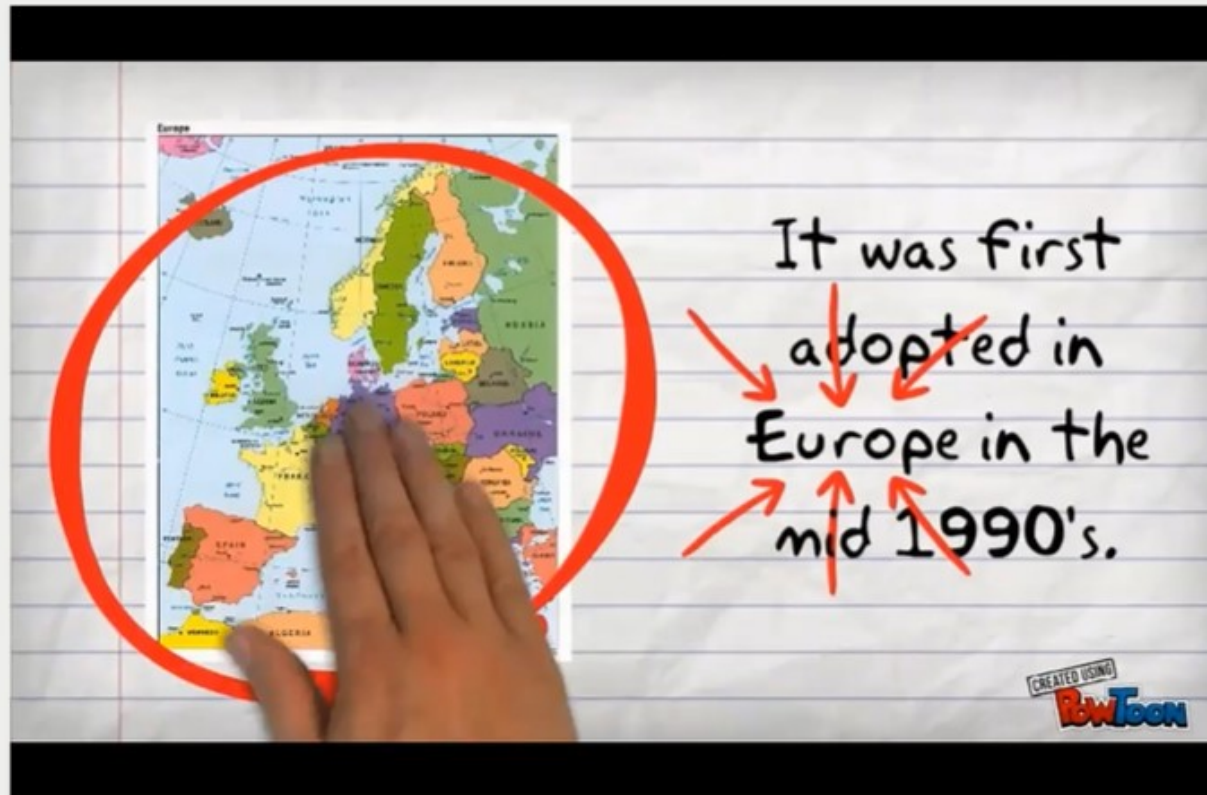
CLIL Basics – a video



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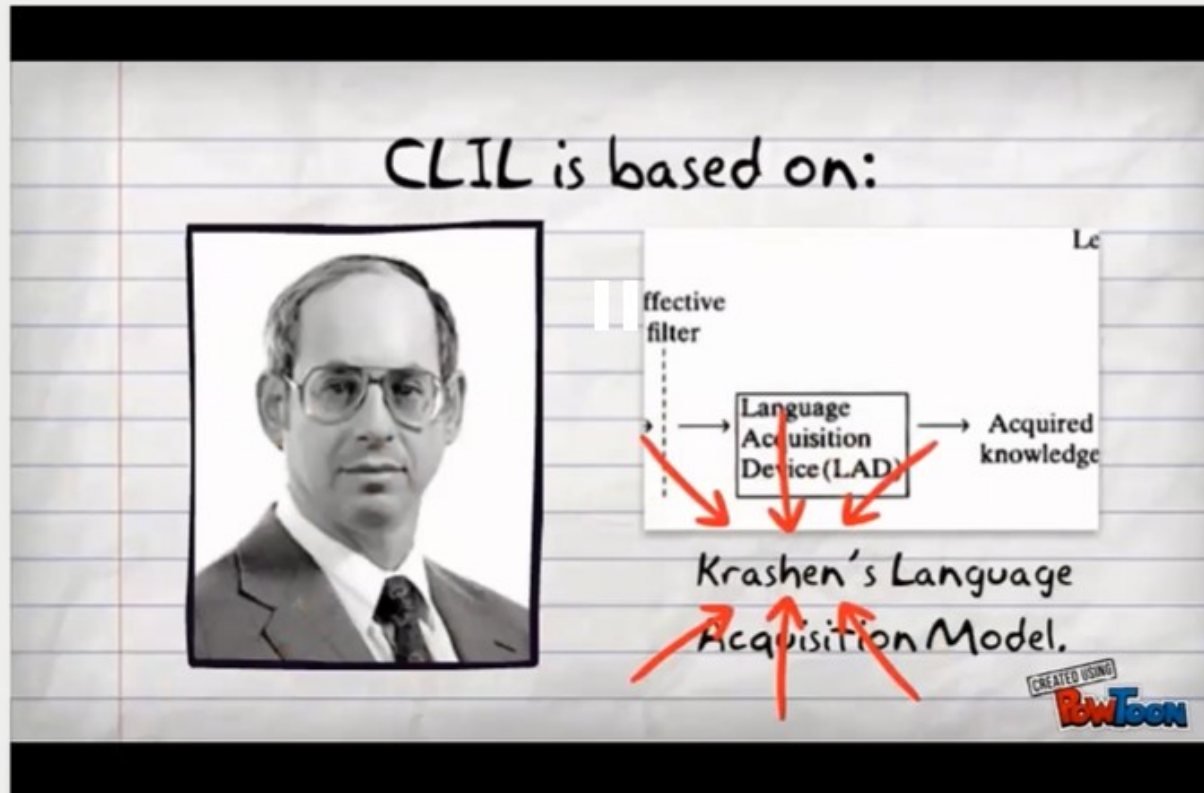


CLIL is based on:

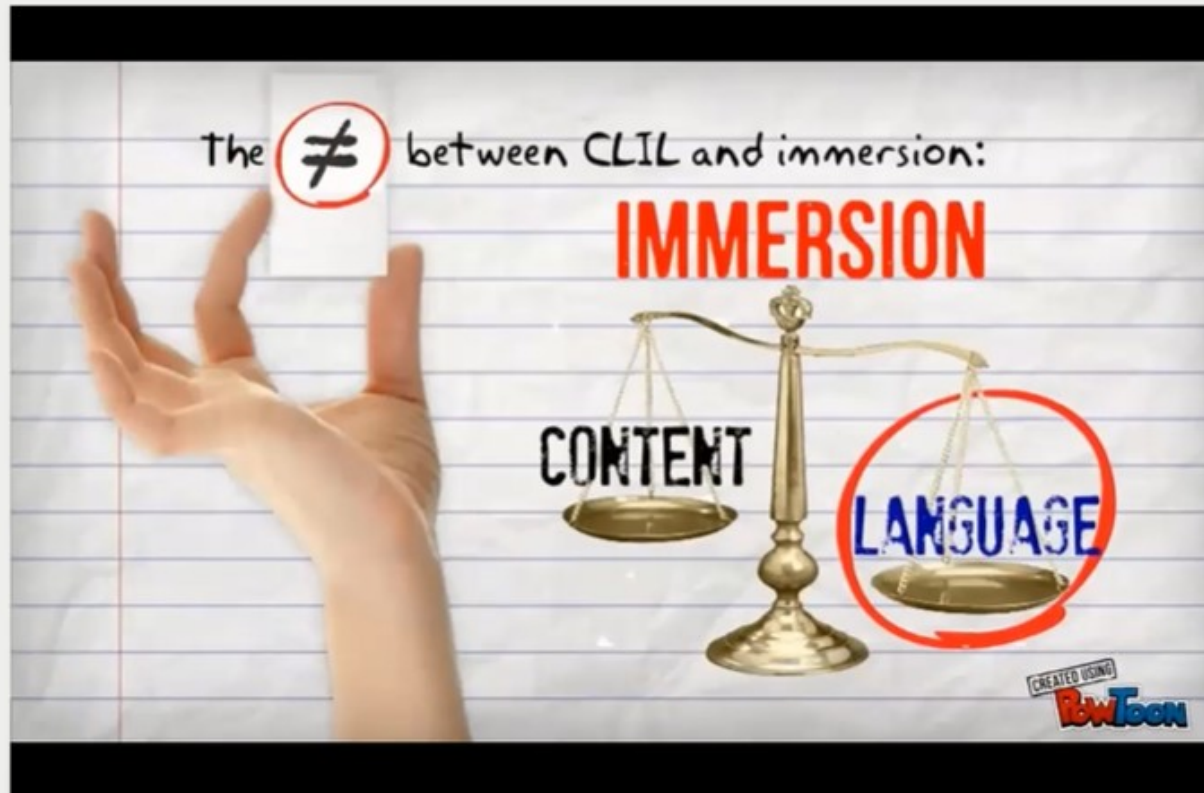
The diagram consists of three concentric circles. The innermost circle is green and labeled 'What I can do'. The middle circle is purple and labeled 'What I can do with help'. The outermost circle is blue and labeled 'What I can't do'. A red arrow points from the text 'Zone of Proximal Development' to the purple circle. Below the circles, the text 'Vigotsky's Zone of Proximal Development.' is written, with three red arrows pointing upwards towards the boundary between the green and purple circles, and the boundary between the purple and blue circles. A portrait of a man in a suit is on the left. A 'CREATED USING PowToon' logo is in the bottom right corner.

Vigotsky's Zone of Proximal Development.

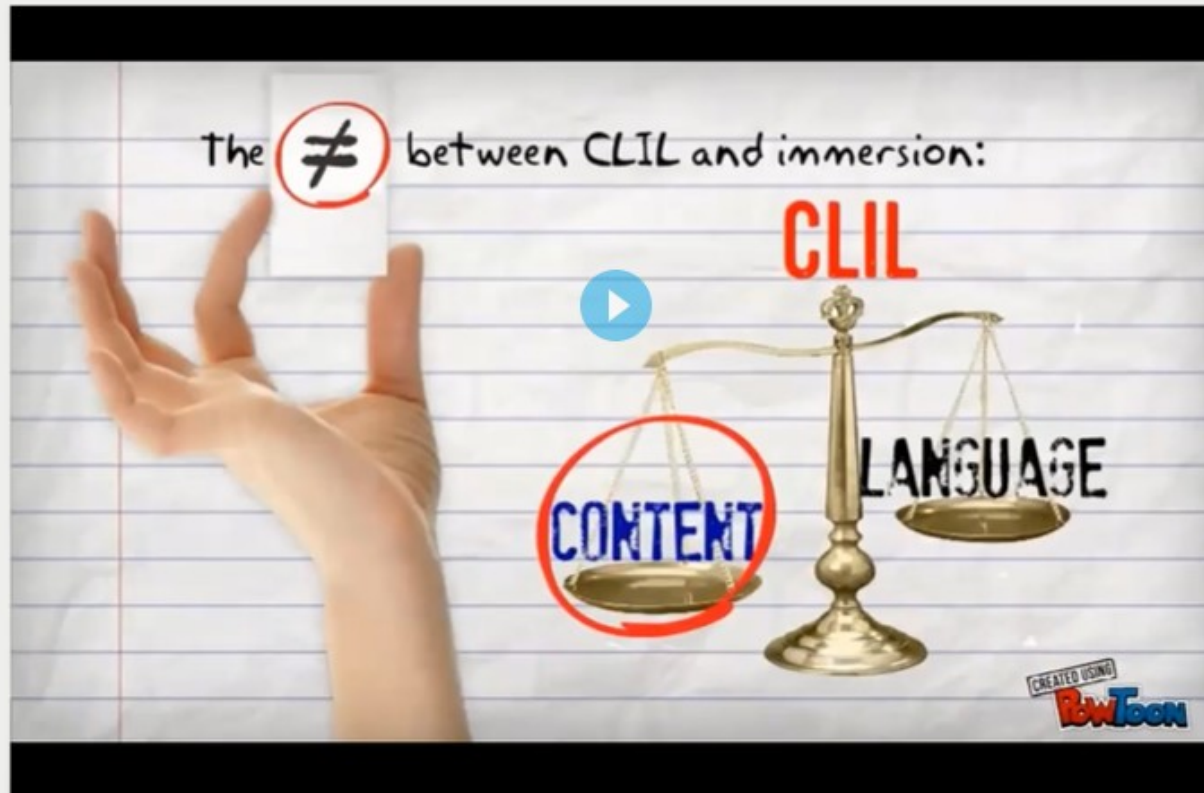
CLIL Basics – a video



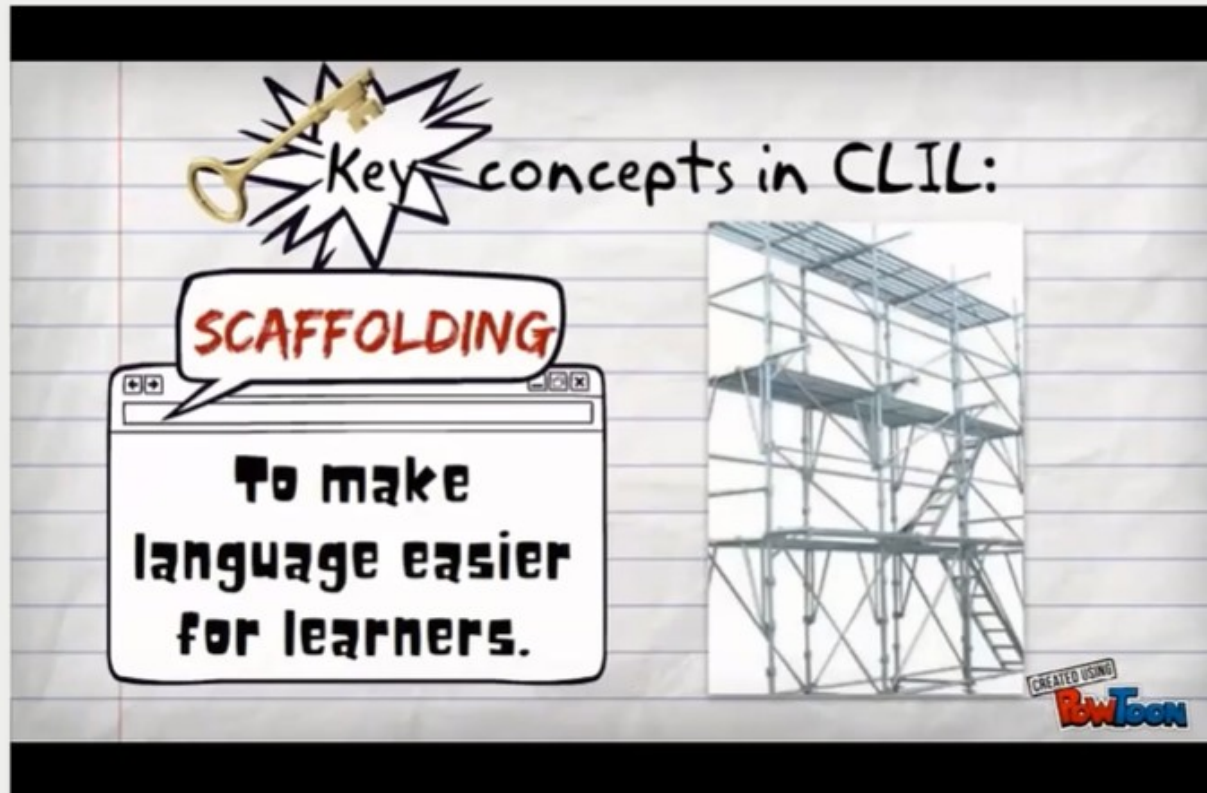
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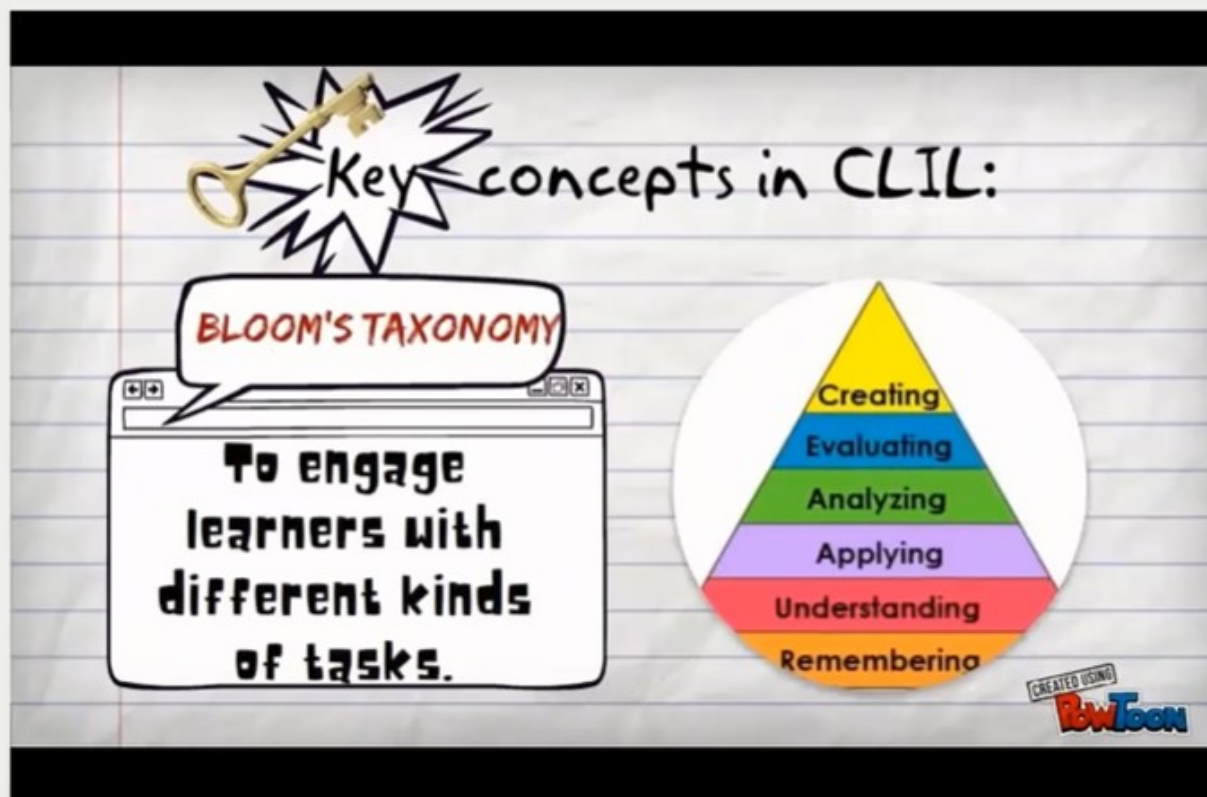
CLIL Basics – a video



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CLIL Basics – a video



Types of CLIL

Soft CLIL

- Language-Led
- Subject-Led (Modular)

Hard CLIL

- Partial Immersion

CLIL in ELT



Class Approaches – CLIL vs Traditional ELT



ELT

Pre-set language and guidelines

Language input: Vocabulary presentation

Final product: a chunk, a sentence, grammar function

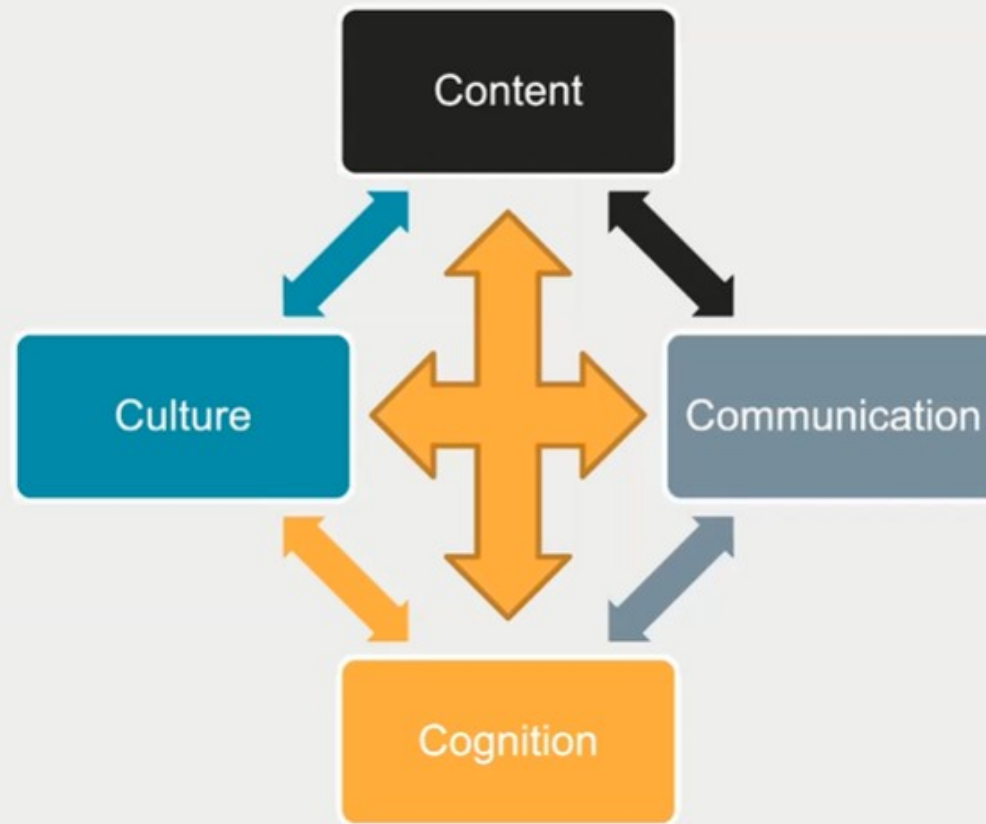
CLIL

Language happens as required

Language input: context, culture and needs

Final product: communication, cultural elements, skills

CLIL: Pillars



C #1: Content



- Should be considered first;
- is the subject or project theme;
- involves progression of skills.

C #2: Communication



- is means and product of instruction;

- goes beyond grammar and focuses on the message;

C #3: Culture



- to promote tolerance, acceptance and understanding;
- to foster international understanding;
- to think local and act global.

C #4: Cognition



- to help make sense of language
- to challenge learners;
- to help build own knowledge/repertoire;

Outcomes

Language **of**
learning

Language **for**
learning

Language
through
learning





Session Summary



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